DOCUMENT RESUME

ED 166 877 EC 113 368

AUTHOR	Emerson, Debby H.; And Others
TITLE	Project S.P.I.C.E.: Special Partnership in Career Education. Rights and Responsibility Teaching Module.
INSTITUTION	Volusia County Schools, Daytona Beach, Fla.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH70701
PUB DATE	Sep 78
GRANT	G007700050
NOTE	17p.; For the final report, the implementation guide, and other modules, see EC 113 361-367
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Activity Units; *Career Awareness; *Career Education; *Educable Mentally Handicapped; Learning Modules; *Responsibility; Secondary Education; Teaching Methods
IDENTIFIERS	*Project SPICE; *Special Partnership in Career Education

ABSTRACT

The rights and responsibility teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the activities, and the resources or materials needed. The objectives of the module are to enable the student to name five personal rights and five personal responsibilities. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166877

PROJECT S.P.I.C.E.
SPECIAL PARTNERSHIP IN CAREER EDUCATION
RIGHTS AND RESPONSIBILITY
TEACHING MODULE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SEPTEMBER, 1978

THE SCHOOL BOARD OF VOLUSIA COUNTY, FLORIDA

Clinton M. Rouse
CAREER EDUCATION COORDINATOR and PROJECT S.P.I.C.E. DIRECTOR

Debby H. Emerson
PROJECT S.P.I.C.E. COORDINATOR

Frank S. Elliott
PROJECT S.P.I.C.E. RESOURCE TEACHER

Dr. John E. Bailey, III
PROJECT S.P.I.C.E. EVALUATOR

Dr. Marcella Kysilka
TECHNICAL ASSISTANT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Clinton M. Rouse

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

FC 113368

ACKNOWLEDGEMENTS

Many individuals contributed, either directly or indirectly, to the planning, development, implementation and evaluation of Project S.P.I.C.E. In a project of such large magnitude and short duration, it is seldom possible to acknowledge the efforts of all the persons who contributed to the project's success. Nonetheless, it is only appropriate to mention those whose efforts were essential to the project.

The administration and staff of the two pilot schools were extremely cooperative and helpful. Special appreciation is extended to Ms. Elinor Danglise, Ms. Linda Shelton and Mrs. Ruth Clifton, teachers of the project students, and to Mr. Henry M. Whites, Sr., Principal of Edith L Starke Elementary School in DeLand and Mr. Robert A. Smith, Principal of George Marks Elementary School, also in DeLand.

Westside Elementary School in Daytona Beach was the comparison school for the project. Mr. John P. Vodenicker, Principal, and Mrs. Joyce Gettel, Mrs. Amye Hawthorne, Mrs. Vivian Watson, Mrs. Patricia Pensak and Mr. Ben Broxton, teachers of comparison students, made many valuable contributions to the project.

Throughout the project, Mr. Gerald W. Elbers of the U. S. Office of Career Education provided timely advice and assistance. He was particularly helpful to the project staff in refining the primary and subordinate objectives for the project, and in developing a strategy for reporting project results. Most importantly, perhaps, he believed in the project.

Special appreciation is also acknowledged to the State of Florida, Department of Education, Mr. Ralph D. Turlington, Commissioner, for granting permission to reprint selected pages from the Employability Skills Series. These materials were developed by the Career Education Center of Florida State University and published by the Division of Vocational Education, Joe D. Mills, Director.

And, finally, none of the foregoing could have been brought to fruition without the tireless efforts of Mrs. Susan Bradley who typed the original drafts of the Final Report, the Guide to Program Implementation and the six Teaching Modules, Mrs. Carole Keough, who typed the final drafts, and Ms. Susan Horvath, Career Education Specialist with Volusia County Schools, who spent many hours reading and editing the final copy. Also, a special thank you to Mrs. Barbara Renner, Staff Assistant for Volusia County Schools, who always found the answers to our most difficult problems.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

TABLE OF CONTENTS

INTRODUCTION i

OVERVIEW 1

MODULE PROFILE 3

LEARNING ACTIVITIES. 6

INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness information to intermediate aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Model:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Career/Educational Awareness (Standards 1, 2)
3. Decision Making (Standards 4, 5)
4. Economic Awareness (Standard 3)
5. Employability Skills (Standard 6)
6. Rights and Responsibilities (Standard 8)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities for the module.

The directions in the overview inform you of any necessary additional materials needed for the completion of the module. Also, estimated time spans are included to help you decide how the materials could be used in the classroom.

The modules are not intended to be strict rules for implementing a program; rather, they are to be considered as guidelines and suggestions. You should feel free to alter, add, exclude, or ignore any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 3-5 Series, published by Education Achievement Corporation.
3. Materials from the State of Florida, Department of Education, Division of Vocational Education, Employability Skills Series.
4. Commercially produced materials from:
   Walt Disney Productions
   Society for Visual Education
   McDonald's Corporation

The career awareness program you establish for your students must meet their needs, just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum you introduce in place of an existing program but, more importantly, an integration into your on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.

OVERVIEW

MODULE OBJECTIVE

The student will identify and be able to demonstrate rights and responsibilities.

STUDENT PERFORMANCE OBJECTIVES

The student will be able to:

1. Name five personal rights.
2. Name five personal responsibilities.

MODULE ORGANIZATION

In the course of this module, students become aware of the terms "rights" and "responsibilities." The module consists of four learning activities. Students are introduced to the term and meaning of "rights." Through lessons on laws, codes of conduct, constitution, etc., students become familiar with the establishment and implementation of peoples' rights.

The filmstrip series, The Lollipop Dragon, developed and distributed by Society for Visual Education (SVE), is used in this module. By experiencing a simulation on personal rights without restrictions, students are prepared to learn about responsibilities.

Students are encouraged to practice their knowledge outside of the school setting. By discussing these concepts with community career consultants, parents and peers, students become aware of personal rights and responsibilities.

MODULE UTILIZATION

This module should be implemented at the beginning of the school year. Activities One and Two should be completed within the second month of your program. (Assuming your program is planned for 6-9 months).

You will need to plan some additional materials for this module. Activity Two suggests study questions for the filmstrips. Activity Three requires you to set up role-playing situations or simulation activities.

ASSESSING STUDENT ACHIEVEMENT

Assessing student achievement for this module is left to the discretion of the teacher.

MODULE PROFILE

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
ACTIVITY I: What Are Rights?	Introduce the concept of rights to the students. Discuss and give examples of the concept. Explain throughout the year they will be learning about and demonstrating the use of "rights" in the classroom. Social studies and language arts activities should involve the creation of laws, the constitution, codes of conduct, etc. Present the filmstrip series, The Lollipop Dragon. Prior to the showing of the filmstrip, give each student a set of questions related to the information in the filmstrip.	The Lollipop Dragon filmstrip series. Teacher prepared questions.
ACTIVITY II: What Are Responsibilities?	Create a situation in which each student can exercise his rights. Follow with discussion of any problems that may have arisen. In discussion of problems, students will begin to understand the term "responsibility." Explain and discuss each problem and a solution in terms of each child's responsibility in exercising his rights.	

MODULE PROFILE (CONT'D)

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
ACTIVITY III: Establishment of Rights and Responsibilties	Emphasize the rights and responsibilities inherent in your school's "Code of Conduct" Have the students establish a "Rights and Responsibilities Code" to be followed in the classroom. Include the principal of your school in establishing a classroom code. Ask the students to discuss the Code with their parents. Make any necessary modifications in the Code and revise it as needed throughout the year. Post the "Code of Rights and Responsibilities" in your classroom. Give each student a copy and send a copy home. Ask the parents to help implement the Code at home and at school. Throughout the year, discuss student rights and responsibilities rather than behavior.	Copies of your school's "Code of Conduct" Paper and pencil

MODULE PROFILE (CONT'D)

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
ACTIVITY IV: Relating Rights and Responsibilities to the World of Work.	Ask the community career consultants to discuss their expectations of appropriate behavior for on-the-job activity.	Community Career Consultants
	If the consultant's place of employment has an established code of conduct or code of ethics, ask that copies of the code be brought to the on-site visit.	Consultants Code of Ethics
	Present the students with the Code of Ethics established for teachers.	Teacher Code of Ethics

LEARNING ACTIVITIES

Student Performance Objectives: The student will be able to:

1. Name five personal rights.
2. Name five personal responsibilities.

Activity One - What Are Rights?

Students are familiar with the term rights. They have heard it discussed on television, read about rights in the newspaper, heard parents talking about their rights, but often the students do not fully understand the meaning of rights. Introduce the term to the students. Discuss and give examples of the term. Explain to the students that throughout the year they will be learning about and demonstrating the use of "rights" in the classroom and during the school day.

Through your social studies or language arts class plan activities that involve the creation of laws, the constitution, codes of conduct, etc. Explain to the students the reason or need for such rights to be established.

View the series of filmstrips, The Lollipop Dragon, developed and distributed by the Society for Visual Education (SVE). The series includes nine filmstrips: "Sharing", "Working Together", "Changing Roles", "Civic Responsibilities", "Taking Turns", "Freedom of Choice", "Choosing a Leader", "Rules are Important" and "Majority Rules." Prior to showing the filmstrips, give each student a set of questions related to the information in the filmstrip. While watching the filmstrip, the students can make notes and use them for later discussions. Be sure to schedule a discussion following the showing of each filmstrip.

Activity Two - What Are Responsibilities?

Rights are very clear to students. They can relate to the knowledge of what they can do. When students have established a good concept of rights, introduce them to responsibility. Through the course of discovering the process of how laws, codes of conduct, etc., are formed, the term responsibility or idea of responsibility will arise. Create a situation in which each student can exercise his rights. Following the activity period, discuss any problems that may have arisen. Through the discussion of the problem, students will begin to understand the term responsibility. Explain and discuss each problem and a solution to the problem in terms of each child's responsibility in exercising his rights.

Activity Three - Establishment of Rights and Responsibilities

Your local school district or school may publish a "Code of Conduct" for all students. If so, emphasize the rights and responsibilities inherent in the Code of Conduct. The students can establish a "Rights and Responsibilities Code" to be followed in the classroom. Explain to the students the

importance of the Code. By the students having a more realistic idea of what is meant, and the necessity for all students taking part in the establishment of the code, they will be more willing to abide by it. When establishing the Code, ask the principal of your school to be present during the class. He may wish to contribute to the Code. As much as possible, let the students make the initial code. Guide them, but do not tell them what the Code should include. Ask the students to discuss the Code with their parents. After students, principal and parents have reviewed the Code, make any necessary modifications. The Code may be revised as needed throughout the year. Post the "Code of Rights and Responsibilities" in your classroom. Give each student a copy of the Code. Send a copy of the Code home to the parents. Ask the parents to help implement the Code both at home and at school. Throughout the year, discuss the student's rights and responsibilities rather than their behavior.

Activity Four - Relating Rights and Responsibilities to the World of Work

To reinforce student's knowledge of rights and responsibilities, ask the community career consultants to discuss their expectations of appropriate behavior for on-the-job activity. If the consultant's place of employment has an established code of conduct, code of ethics, etc., ask that copies of the code be brought to the classroom or be presented at the on-site visitations.

Why not present the students with the Code of Ethics established for teachers? Students can easily identify with this world of work!